



Patrick F. Taylor

Science & Technology Academy



Overview of Summer Reading

You will be asked to **purchase** and **read** two books over the summer, **one fiction** book and **one nonfiction** book. The assessments will count in your English and science classes in the 2017-2018 school year. The titles follow. Please be certain to read the books associated with the classes you will be taking. Also note that you must purchase a copy of each since you will be using the novels in class.

Fiction Books

Students Entering English I -*The Princess Bride*--William Goldman

Students Entering English II - *The Namesake* - Jhumpa Lahiri

Students Entering English III - *White Noise* - Don DeLillo

Students Entering English IV -*Frankenstein*- Mary Shelley

Students Who Have Completed English IV - *Catch 22*- Joseph Heller

Nonfiction Books

Students Entering 8th Grade –*Tracking Trash, Flotsam, Jetsam, and the Science of Ocean Motion*—Loree Griffin

Students Entering Grades 9-12 - *Silent Spring*- Rachel Carson

***All students must have a copy of each of these books on the first day of school.** Assessments will be given during the first two weeks of school to all students regardless of the semester in which they are enrolled in the classes. *

English—Fiction

You may choose between two assessments for your fiction book. Please note that both must include a works cited, in-text citations, and about quotations that span the entire novel. You will receive a grade from your English teacher for this assessment. Most teachers will begin their courses with a study of this novel, so have your personal copy with you on the first day. Since the book is one you purchased, your teachers highly recommend that you annotate for key concepts. No matter which semester you are scheduled for English, your grade for the summer reading assessment will count.

English Fiction Option 1-Traditional Formal Literary Essay

If you choose this option, you will be responsible for composing an essay response to the prompt under your assigned FICTION book. Please read the rubric carefully. No credit will be given for essays that do not use specific concrete details from the book (quotations), that are lacking a Works Cited, and/or that fail to include in-text citation and page numbers that correspond to the version of the book the student brings to school.

These essays will be submitted to Turnitin.com during the first week of school. You do not need to submit a planner, but one is provided to help you craft a quality essay.

Students Entering English I -*The Princess Bride*--William Goldman

Prompt: Write an essay of five well-developed paragraphs or more showing how Goldman develops the theme “Life isn’t fair.” Use quotations from both the storyline and the sections that appear to be author intrusions. Be sure to cite quotations using in-text citations that correspond to the book you will be bringing to class.

Students Entering English II - *The Namesake* - Jhumpa Lahiri

Prompt: Write an essay of five well-developed paragraphs or more on the following topic: What is Gogol’s chief obstacle in attaining happiness? In your response, use numerous quotations from the novel. Be sure to cite quotations using in-text citations that correspond to the book you will be bringing to class.

Students Entering English III - *White Noise* - Don DeLillo

Prompt: Write an essay of five well-developed paragraphs or more on the following topic: Examine how one of the following themes develops over the course of the novel: consumerism, mortality, group identity, media influence. In your response, use numerous quotations from the novel. Be sure to cite quotations using in-text citations that correspond to the book you will be bringing to class.

Students Entering English IV -*Frankenstein*- Mary Shelley

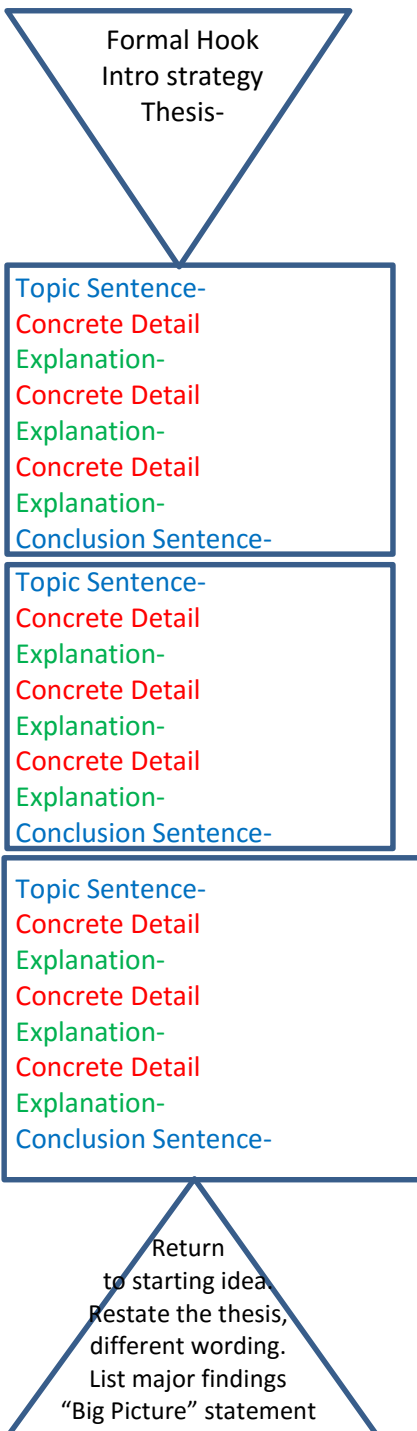
Prompt: How do the following answer the creature's needs: Victor Frankenstein, Robert Walton, and society? Discuss to what extent they meet the needs that the creature outlines in his dialogue in the novel. In your response, use numerous quotations from the novel. Be sure to cite quotations using in-text citations that correspond to the book you will be bringing to class.

Students Who Have Completed English IV - *Catch 22*- Joseph Heller

Prompt: Discuss specific plot events and situations (not just the laws) that show circular reasoning. Choose examples from throughout the novel. In your response, use numerous quotations from the novel. Be sure to cite quotations using in-text citations that correspond to the book you read. This essay will count as a written communication grade in one of your classes.

Traditional Formal Literary Essay Planner—Not Required

You do not need to submit a planner, but here is the Patrick F. Taylor Academy basic five paragraph essay planner. You will need to compose a minimum of five paragraphs. Additional body paragraphs may be added.



Traditional Formal Literary Essay Rubric

Compose a FIVE+ paragraph essay on the given topic.

Introduction

- Follows 5+ sentence Schaffer inverted triangle model
- Starts in a “general” way--formal hook and/or strategy that engages reader (e.g focus on a word or concept, use a related quotation, give background or author’s biography)
- Includes a blend into the thesis
- Ends with thesis that establishes direction

Body Paragraphs—Structure and Content

Note: Please avoid the pitfall of too much retelling. Give just enough of the situation to explain the context, no more.

- Follow “hamburger” format: Topic Sentences, Concrete Details, Explanations, Conclusion Sentences
- Introductory sentences establish the intent
- Conclusion sentences emphasizes the analysis revealed in the CDs and EXPs
- Each contains equivalent of at least 3 VERY specific concrete details from the novel (several quotations; some paraphrasing of text mixed with quotations) that prove writer’s point
- Each contains at least 3 in-text citations from the novel; quotations come from various parts of the novel—beginning middle end
- Quotations and examples blend naturally with writer’s points
- Sufficient explanation sentences show how the details prove the topic
- Contain transitions within the paragraphs and between the paragraphs

Conclusion Paragraph

- Follows 5+ sentence Schaffer triangle model
- Returns to the introductory strategy used in opening
- Repeats major ideas
- Ends with a “big picture” statement or thought

Grammar/Usage/Mechanics/Spelling

- Uses the literary present tense
- Uses complete sentences—no fragments or run-ons
- Is free of subject-verb agreement errors
- Is free of sentence construction issues such as parallel structure errors
- Uses clear wording
- Uses correct use of commas
- Uses correct punctuation (end punctuation, apostrophes, parentheses, colons, dashes, semicolons, quotation marks, italics, etc.)
- Uses correct pronoun usage and agreement
- Is free of modifier errors
- Uses correct spelling
- Avoids verb tense shifts/verb problems

Works Cited

- Uses correct line spacing, indentations, heading, title, margins, page #s
- Uses correct in-text citation.
- Works Cited contains the book source and any other source used

Voice/Audience

- Maintains formal tone
- Uses advanced level vocabulary word choices, including synonyms for overused words
- Employs a mix of sentence structures (sentence structure variety)
- Has little reliance on “to be verbs” such as “is”and “are”
- Avoids tired, overused words (especially “many,” “a lot,” “things”)
- Avoids 1st 2nd person pronouns

English Fiction Option 2-Reader's Response Log

This option requires you to think critically about the text. As you read your novel, complete a minimum of *ten* reader's response entries based on the prompts provided. Be sure to address each prompt at least once. Each response should be about 200 words in length. Make sure you include direct quotations from the text to support your response as per the instructions in the prompts. Cite your quotes using MLA format and include a works cited page at the end of your document. Your English teacher will provide you with the information you need to submit your work to Turnitin.com when we return to school.

Important: Make sure you are not simply summarizing what you have read. Reader's response entries should consist of your own opinions and original analysis of the text. Because these are your personal opinions, you may use the first person point of view in your responses.

Reader's Response Prompts

Write at least TEN reader's response entries. You may divide your novel into ten sections as you see fit, but please make sure your responses address all parts of the novel (e.g., do not write ten response logs on chapter 1).

Use EACH of these AT LEAST ONCE. With six choices below, you will have to repeat four choices to get the ten you need. You may address these in any order you choose. Each response should be a structured paragraph of about 200 words in length.

1. Choose a character and examine the motivations behind his or her actions. In other words, explain why the character does what (s)he does. Include at least one direct quote from the text to support your response.
2. Choose a character and evaluate the choices he or she makes. Do you think this character reacts appropriately to conflict? How might you do things differently if you were in this character's position? Include at least one direct quote from the text to support your response.
3. Identify the mood of the text and examine how the author establishes that mood. Include at least *two* direct quotes from the text to support your response.
4. Explain how the setting impacts the narrative. Include at least one direct quote from the text to support your response.
5. Select a quote that you find particularly interesting. Explain why you chose it.
6. Comment on the ending of the novel. Did it end how you expected it to? Were you satisfied with the resolution? Explain.

Reader's Response Entry Template

Name:

Grade (for 2017-18 school year):

Title of Novel:

Author:

Chapter or Page Numbers	Prompt #	Response

Works Cited

Reader's Response Rubric

Each Paragraph Response—Structure and Content

Note: Please do not summarize. Respond to the item choices 1-6 as the prompts require.

- TEN reader's response entries.
- Quotations come from throughout the novel (e.g., do not write ten response logs on chapter 1).
- EACH of these AT LEAST ONCE.
- Each response is a structured paragraph of about 200.
- Follow "hamburger" format: Topic Sentences, Concrete Details, Explanations, Conclusion Sentences
- Introductory sentences establish the intent
- Conclusion sentences emphasizes the analysis revealed in the CDs and EXPs
- Each contains equivalent of at least 2 VERY specific concrete details from the novel (several quotations; some paraphrasing of text mixed with quotations) that prove writer's point
- Each contains at least 2 in-text citations from the novel; quotations come from various parts of the novel—beginning middle end
- Quotations and examples blend naturally with writer's points
- Sufficient explanation sentences show how the details prove the topic
- Contain transitions within the paragraph

Grammar/Usage/Mechanics/Spelling

- Uses the literary present tense
- Uses complete sentences—no fragments or run-ons
- Is free of subject-verb agreement errors
- Is free of sentence construction issues such as parallel structure errors
- Uses clear wording
- Uses correct use of commas
- Uses correct punctuation (end punctuation, apostrophes, parentheses, colons, dashes, semicolons, quotation marks, italics, etc.)
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- Has little reliance on "to be verbs" such as "is" and "are"
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Science—Nonfiction

Your science teacher will assign the assessment when we return from summer vacation. You should read the book actively since your teacher may assess you with a test, a performance assessment, or a combination of both. Since the book is one you purchased, your teachers highly recommend that you annotate for key concepts.

You will receive a grade from your science teacher for this assessment.

No matter which semester you are scheduled for science, your grade for the summer reading assessment will count.

You must have a personal copy of the book with you on the first day of school.